

Clyde Sanders Elementary

805 Morrison Drive
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	179 Students	
Principal	MiShawna DeLaine Moore	843-724-7783
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	9	43	31

IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Good	No
2005	Average	Excellent	Yes
2006	Good	Excellent	Yes

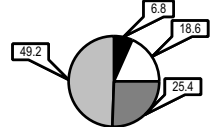
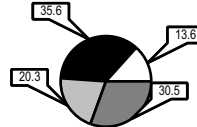
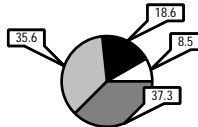
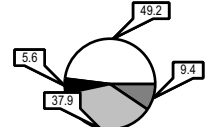
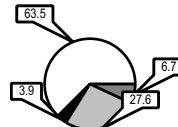
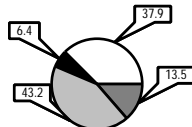
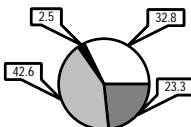
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	75	100.0	10.2	37.3	45.8	6.8	72.9	Yes	Yes
Gender									
Male	37	100.0	18.5	40.7	40.7	0.0	55.6	N/A	N/A
Female	38	100.0	3.1	34.4	50.0	12.5	87.5	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	75	100.0	10.2	37.3	45.8	6.8	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	66	100.0	3.9	37.3	51.0	7.8	80.4	N/A	N/A
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	75	100.0	10.2	37.3	45.8	6.8	72.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	75	100.0	10.2	37.3	45.8	6.8	72.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	74	100.0	10.3	36.2	46.6	6.9	72.4	Yes	Yes
Full-pay meals	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	75	100.0	8.5	35.6	37.3	18.6	69.5	Yes	Yes
Gender									
Male	37	100.0	11.1	40.7	29.6	18.5	66.7	N/A	N/A
Female	38	100.0	6.3	31.3	43.8	18.8	71.9	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	75	100.0	8.5	35.6	37.3	18.6	69.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	66	100.0	3.9	35.3	43.1	17.6	74.5	N/A	N/A
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	75	100.0	8.5	35.6	37.3	18.6	69.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	75	100.0	8.5	35.6	37.3	18.6	69.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	74	100.0	8.6	36.2	36.2	19.0	69.0	Yes	Yes
Full-pay meals	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	75	100.0	13.6	20.3	30.5	35.6	66.1
Gender							
Male	37	100.0	22.2	22.2	22.2	33.3	55.6
Female	38	100.0	6.3	18.8	37.5	37.5	75.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	75	100.0	13.6	20.3	30.5	35.6	66.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	66	100.0	5.9	21.6	35.3	37.3	72.5
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	75	100.0	13.6	20.3	30.5	35.6	66.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	75	100.0	13.6	20.3	30.5	35.6	66.1
Socio-Economic Status							
Subsidized meals	74	100.0	13.8	20.7	31.0	34.5	65.5
Full-pay meals	1	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	75	98.7	17.2	50.0	25.9	6.9	32.8
Gender							
Male	37	97.3	26.9	53.8	15.4	3.8	19.2
Female	38	100.0	9.4	46.9	34.4	9.4	43.8
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	75	98.7	17.2	50.0	25.9	6.9	32.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	66	100.0	13.7	52.9	27.5	5.9	33.3
Disabled	9	88.9	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	75	98.7	17.2	50.0	25.9	6.9	32.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	75	98.7	17.2	50.0	25.9	6.9	32.8
Socio-Economic Status							
Subsidized meals	74	98.6	15.8	50.9	26.3	7.0	33.3
Full-pay meals	1	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	17	100.0	7.1	57.1	35.7	0.0	35.7
	4	20	100.0	18.8	37.5	43.8	0.0	43.8
	5	24	100.0	38.1	57.1	4.8	0.0	4.8
	6	26	100.0	52.4	42.9	4.8	0.0	4.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	20	100.0	0.0	0.0	73.3	26.7	100.0
	4	18	100.0	14.3	28.6	57.1	0.0	57.1
	5	14	100.0	18.2	63.6	18.2	0.0	18.2
	6	23	100.0	10.5	57.9	31.6	0.0	31.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	17	100.0	0.0	78.6	21.4	0.0	21.4
	4	20	100.0	12.5	25.0	37.5	25.0	62.5
	5	24	100.0	42.9	38.1	19.0	0.0	19.0
	6	26	100.0	23.8	19.0	52.4	4.8	57.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	20	100.0	0.0	20.0	53.3	26.7	80.0
	4	18	100.0	21.4	50.0	14.3	14.3	28.6
	5	14	100.0	0.0	18.2	45.5	36.4	81.8
	6	23	100.0	10.5	47.4	36.8	5.3	42.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	17	100.0	14.3	85.7	0.0	0.0	0.0
	4	20	100.0	43.8	56.3	0.0	0.0	0.0
	5	24	100.0	71.4	19.0	4.8	4.8	9.5
	6	26	100.0	85.7	9.5	4.8	0.0	4.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	20	100.0	13.3	46.7	20.0	20.0	40.0
	4	18	100.0	14.3	21.4	21.4	42.9	64.3
	5	14	100.0	9.1	9.1	45.5	36.4	81.8
	6	23	100.0	15.8	5.3	36.8	42.1	78.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	17	100.0	42.9	50.0	7.1	0.0	7.1
	4	20	100.0	43.8	50.0	6.3	0.0	6.3
	5	24	100.0	52.4	23.8	14.3	9.5	23.8
	6	26	100.0	76.2	23.8	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	20	100.0	0.0	33.3	53.3	13.3	66.7
	4	18	94.4	15.4	61.5	23.1	0.0	23.1
	5	14	100.0	27.3	72.7	0.0	0.0	0.0
	6	23	100.0	26.3	42.1	21.1	10.5	31.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 179)				
First graders who attended full-day kindergarten	100.0%	Up from 96.9%	100.0%	100.0%
Retention rate	1.9%	Down from 5.7%	3.8%	2.8%
Attendance rate	95.4%	Down from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 9.2%	0.5%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 9.2%	0.7%	0.0%
Eligible for gifted and talented	0.0%	No change	3.2%	10.4%
On academic plans	56.4%	N/AV	51.0%	33.6%
On academic probation	7.9%	N/AV	5.1%	1.0%
With disabilities other than speech	4.3%	Down from 8.4%	7.0%	7.5%
Older than usual for grade	3.2%	No change	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 14)				
Teachers with advanced degrees	14.3%	Down from 30.0%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.6%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	10.0%	Up from 7.1%	3.3%	0.0%
Teachers returning from previous year	56.9%	Down from 58.2%	82.4%	87.3%
Teacher attendance rate	94.4%	Up from 93.4%	94.8%	94.9%
Average teacher salary	\$35,571	Up 3.0%	\$41,286	\$42,485
Prof. development days/teacher	11.9 days	Down from 31.3 days	15.1 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Up from 13.8 to 1	16.2 to 1	18.6 to 1
Prime instructional time	89.0%	Up from 88.7%	88.5%	89.7%
Dollars spent per pupil*	\$14,555	Up 28.7%	\$8,206	\$6,557
Percent of expenditures for teacher salaries*	45.4%	Down from 70.4%	57.7%	64.0%
Percent of expenditures for instruction*	72.9%		67.0%	69.1%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sanders-Clyde Elementary School proudly serves 200 students. Our fully certified faculty and staff embrace the challenge of educating our students. The mission of Sanders-Clyde Elementary is to academically prepare each child for the next grade level while providing a challenging curriculum in a safe, supportive environment.

We are fortunate to have many parent volunteers, business partners, and community mentors who support a variety of activities that contribute to academics and character development. Our partnerships with HOPE Worldwide, Daniel Island Foundation, Rotary Readers and Black Baud have afforded us many opportunities to truly live the African proverb, "It takes a village to raise a child." Each organization has been relentless in helping Sanders-Clyde achieve its goals. We now have what we call GATOR GREATNESS!

We have received lots of positive press about our student achievement thus far. Our journey has been long and tough, but we made it through. We won the Palmetto Gold Award for student achievement in 2005 - 2006, we were recognized by the Education Oversight Committee for closing the achievement gap, and we were rated a 4-Star school by Edison Schools.

The challenges in meeting the educational needs of our students are substantial and longstanding. It is those challenges that drive the critical aspect of the targeted professional development that teachers are involved in. We are constantly working on strategies to move our students from at-risk to at-promise. What we pride ourselves in at Sanders-Clyde is building on the strengths of our kids, rather than tallying up their weaknesses.

MiShawna DeLaine Moore, Principal
Shamekei Gray, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	13	19	7
Percent satisfied with learning environment	100.0%	100.0%	I/S
Percent satisfied with social and physical environment	100.0%	100.0%	I/S
Percent satisfied with school-home relations	100.0%	100.0%	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.